INDEX TO EDUCATION CANADA

VOLUME 16, 1976

SUBJECT INDEX

Administrators
Leaders — or lemmings, Williams, Thomas R. Summer, 28-35.
Leadership report card. Williams, Thomas R. Fall, 36-40.

Canadian studies
Trends in Canadian studies. Downey, Lorne W. Winter, 18-20.

Collective Bargaining
Les négociations au Québec. Halley, Germain. Hiver, 46-49.
School board-teacher negotiations. Lawless, Douglas S. Winter, 21-25.
Teachers and their right to bargain: how far have they come and where are they going? Muir, J. Douglas. Spring, 4-11.

Community and school
Community based educational objectives. Shute, James C. Summer, 24-27.
John Dewey, here we come. Londerville, John. Fall, 14-19.
Tels parents, tels profs, telle école. Robert, Yvon. Été, 40-42.

Curriculum
Crisis in curriculum leadership. Babin, Patrick. Fall, 32-35.

Discipline
Two views on corporal punishment: are there effective alternatives? Beckingham, Margaret. Spring, 20-27.
A last resort. Carter, Morris. Spring, 20-22.

Education — aims and objectives
What is the school's real product? Deiseach, Donal. Summer, 43-47.

Education — finance
What's happening in education finance. Atherton, Peter. Winter, 42-45.

Federal government and education
Federal initiatives in education in Australia: have they implications for Canada? Holdaway, Edward. Fall, 4-13.

Indians, Canadian — education
Programs for native people by native people. Kirkness, Verna J. Winter, 32-35.

Law and legislation, educational
Duty of care. Robbins, Melvyn P. Summer, 4-11.
Noon-hour supervision — voluntary or compulsory? Robbins, Melvyn P. Fall, 24-31.

INDEX TO EDUCATION CANADA

VOLUME 16, 1976

SUBJECT INDEX

Administrators
Leaders — or lemmings, Williams, Thomas R. Summer, 28-35.
Leadership report card. Williams, Thomas R. Fall, 36-40.

Canadian studies
Trends in Canadian studies. Downey, Lorne W. Winter, 18-20.

Collective Bargaining
Les négociations au Québec. Halley, Germain. Hiver, 46-49.
School board-teacher negotiations. Lawless, Douglas S. Winter, 21-25.
Teachers and their right to bargain: how far have they come and where are they going? Muir, J. Douglas. Spring, 4-11.

Community and school
Community based educational objectives. Shute, James C. Summer, 24-27.
John Dewey, here we come. Londerville, John. Fall, 14-19.
Tels parents, tels profs, telle école. Robert, Yvon. Été, 40-42.

Curriculum
Crisis in curriculum leadership. Babin, Patrick. Fall, 32-35.

Discipline
Two views on corporal punishment: are there effective alternatives? Beckingham, Margaret. Spring, 20-27.
A last resort. Carter, Morris. Spring, 20-22.

Education — aims and objectives
What is the school's real product? Deiseach, Donal. Summer, 43-47.

Education — finance
What's happening in education finance. Atherton, Peter. Winter, 42-45.

Federal government and education
Federal initiatives in education in Australia: have they implications for Canada? Holdaway, Edward. Fall, 4-13.

Indians, Canadian — education
Programs for native people by native people. Kirkness, Verna J. Winter, 32-35.

Law and legislation, educational
Duty of care. Robbins, Melvyn P. Summer, 4-11.
Noon-hour supervision — voluntary or compulsory? Robbins, Melvyn P. Fall, 24-31.

Libraries, school
Finding information made easier. Taylor, Audrey, and Irene McCordick. Spring, 44-46.

Metric system
Metrication. Lindstedt, S. A. Spring, 16-19.

Physical education
The physical fitness of our school children. Goode, Robert C. Winter, 26-31.

Principals
A program for preparing principals. Bruce, C. A. Spring, 35-37.
The role of the principal in meeting the needs of school communities in a changing society. Hutton, Arthur H. Fall, 41-46.

Private schools
What can we learn from independent schools? Wilkinson, H. C. Summer, 18-23.

School psychologists
The problems of the educational psychologist. McCluskey, Ken. Summer, 12-17.

Second language learning
Bilingual immersion. Duhamel, Ronald J. Spring, 28-34.
French as a second language. McVie, W. E. Spring, 12-15.

Special education
L'identification précoce des enfants émotivement perturbés: est-ce toujours justifiable? Martin, Claude. Hiver, 36-41.
Learning disabilities: some of the issues. Perkins, Stanley A. Spring, 38-43.
The right to an equal education: is it happening for blind children in Canada? Rogow, Sally. Fall, 20-23.

Teacher aides and assistants
Sharing human resources. Lurie, Chris, and Doug Mirtle. Summer, 36-39.

Tests and measurement in education
L'évaluation du rendement scolaire des élèves: Godbout, Jean-Guy. Hiver, 12-17.
Evaluating student progress. Wilson, Ian J. Winter, 4-11.

AUTHOR INDEX

Atherton, Peter. *What's happening in education finance.* Winter, 42-45.

Babin, Patrick. *Crisis in curriculum leadership.* Fall, 32-35.

Beckingham, Margaret. *Two views on corporal punishment: are there effective alternatives?* Spring, 20-27.

Bruce, C. A. *A program for preparing principals.* Spring, 35-37.

Carter, Morris. *Two views on corporal punishment: a last resort.* Spring, 20-22.

Deiseach, Donal. *What is the school's real product?* Summer, 43-47.

Downey, Lorne W. *Trends in Canadian studies.* Winter, 18-20.

Duhamel, Ronald J. *Bilingual immersion.* Spring, 28-34.

Godbout, Jean-Guy. *L'évaluation du rendement scolaire des élèves.* Hiver, 12-17.

Goode, Robert C. *The physical fitness of our school children.* Winter, 26-31.

Halley, Germain. *Les négociations au Québec.* Hiver, 46-49.

Holdaway, Edward. *Federal initiatives in education in Australia: have they implications for Canada?* Fall, 4-13.

Hutton, Arthur H. *The role of the principal in meeting the needs of school communities in a changing society.* Fall, 41-46.

Kirkness, Verna J. *Programs for native people by native people.* Winter, 32-35.

Lawless, Douglas S. *School board-teacher negotiations.* Winter, 21-25.

Lindstedt, S. A. *Metrication.* Spring, 16-19.

Londerville, John. *John Dewey, here we come.* Fall, 14-19.

Lurie, Chris, and Doug Mirtle. *Sharing human resources.* Summer, 36-39.

Martin, Claude. *L'identification précoce des enfants émotivement perturbés: est-ce toujours justifiable?* Hiver, 36-41.

McCluskey, Ken. *The problems of the educational psychologist.* Summer, 12-17.

McCordick, Irene, and Audrey Taylor. *In the school library: finding information made easier.* Spring, 44-46.

McVie, W. E. *French as a second language.* Spring, 12-15.

Mirtle, Doug, and Chris Lurie. *Sharing human resources.* Summer, 36-39.

Muir, J. Douglas. *Teachers and their right to bargain: how far have they come and where are they going?* Spring, 4-11.

Perkins, Stanley A. *Learning disabilities: some of the issues.* Spring, 38-43.

Robbins, Melvyn P. *Duty of care.* Summer, 4-11.

— *Noon-hour supervision — voluntary or compulsory?* Fall, 24-31.

Robert, Yvon. *Tels parents, tels profs, telle école.* Été, 40-42.

Rogow, Sally. *The right to an equal education: is it happening for blind children in Canada?* Fall, 20-23.

Shute, James C. *Community based educational objectives.* Summer, 24-27.

Taylor, Audrey, and Irene McCordick. *In the school library: finding information made easier.* Spring, 44-46.

Wilkinson, H. *What can we learn from independent schools?* Summer, 18-23.

Williams, Thomas R. *Leaders — or lemmings?* Summer, 28-35.

— *Leadership report card.* Fall, 36-40.

Wilson, Ian J. *Evaluating student progress.* Winter, 4-11.